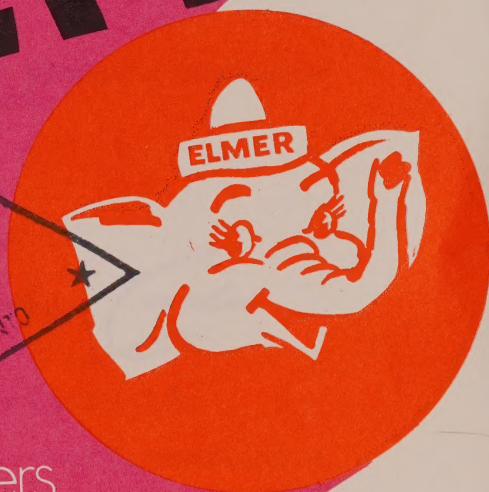
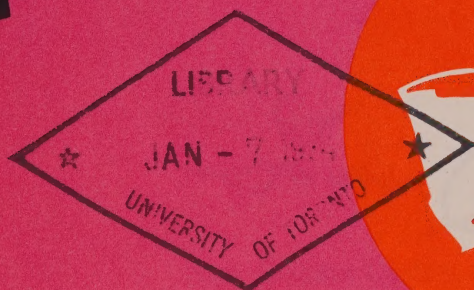


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TEACHING TRAFFIC SAFETY

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A Guide for teachers
in Elementary Schools

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We would appreciate your help

Every day we read about and hear about traffic tragedies involving children. Children will dart out on the streets in the paths of cars. They will ride bicycles carelessly. They will be children.

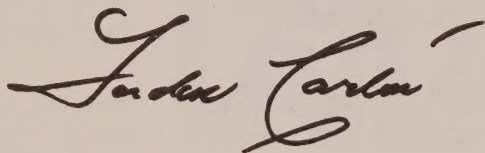
The problem becomes more acute as the population of Ontario increases, bringing an increase in the number of vehicles on our roads.

In 1972, 219 children under 15 were killed, and 11,802 were injured in Ontario traffic collisions. We must do all in our power to stem the increase in death and injury.

You, as a teacher, can be most helpful in encouraging children to develop life-saving habits. This is not an easy task because children are often exposed to negative attitudes outside the school. Every day they can see for themselves adults performing careless and thoughtless actions in traffic.

The program suggested in this booklet outlines some ideas you may find helpful in developing your own safety program. We would like to share successes with other teachers. If you have developed other ideas which you have found useful, we would be grateful to learn about them.

We are most anxious to pass on successful approaches because we must learn to live with traffic.

A handwritten signature in black ink, reading "Gordon Carton". The signature is written in a cursive, flowing style with a long horizontal line extending from the end.

Hon. Gordon Carton, Q.C.,
Minister
Transportation and Communications,
Ontario.

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Pedestrian traffic laws in Ontario

A questionnaire sent out to a number of teachers in the Province, indicated that more information about the pedestrian traffic laws would be helpful to those instructing children in traffic safety.

Signal lights

RED means stop. You must wait for the light to turn green before crossing. Stand on the curb, not in the roadway.

AMBER is a warning that the light will be turning red. Don't start across on an amber light.

If the light turns amber while you are crossing, you have the right-of-way over vehicles until you complete the crossing.

STEADY GREEN LIGHT means go. You have the right-of-way, but be on the alert for cars making turns . . . the driver may not have seen you.

Children should be advised to wait for a "fresh" green light so they will have plenty of time to cross.

FLASHING GREEN LIGHT means stop. Vehicles can proceed but pedestrians can not. Stay on the curb until the light stops flashing and the steady green or a "walk" sign appears.

WALK and DON'T WALK signals

These signals are used to control pedestrian traffic at intersections where there is conflict between vehicle and pedestrian movement, for example where there is a flashing green light giving vehicles the right-of-way.



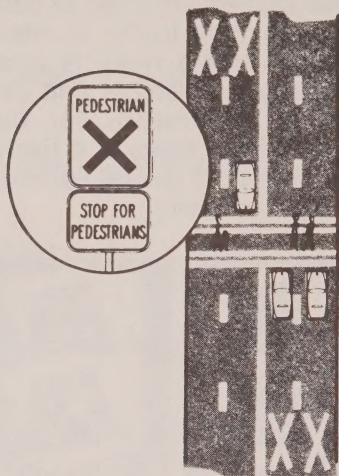
You can cross the road in the direction of either of these signals and you have the right-of-way over vehicles.



When you face this signal, you must not start to cross the road until a WALK signal appears. If you have already entered the roadway when the signal is shown, you have the right-of-way while you finish the crossing.

Pedestrian crossovers

Pedestrian crossovers are identified by these signs and markings.



When you are IN the crossover you have the right-of-way and vehicles must stop or slow down for you BUT you must not leave the curb and enter the crossover if a vehicle is so close that it is impracticable for the driver to yield the right-of-way. The nearest approaching car should be outside the painted "X".

When you reach the centre of the roadway, make sure the drivers on the second half of the street have seen you.

Where there are no side-walks, walk on the left, facing oncoming traffic. If you must walk on the roadway (which is the paved or travelled part of the highway) walk as close to the left edge of the roadway as possible.

At uncontrolled intersections (where there are no signal lights or traffic signs) pedestrians do not have the right-of-way over vehicles but the law requires motorists to use reasonable care to ensure your safety. If there are pedestrian markings stay within them.

Grades 1, 2 and 3

You may witness adult discourtesy, carelessness and lack of concern for others that results in collisions and tragedies. Children see and remember these events too. While it is difficult to change the mindless attitudes many adults display, it is not so difficult to develop considerate attitudes in the forming minds of children. If you succeed, it can mean that when the children now under your guidance grow to adulthood, the attitudes you have instilled will result in an improved life style for all.

1. Pupils should learn to cross streets safely.

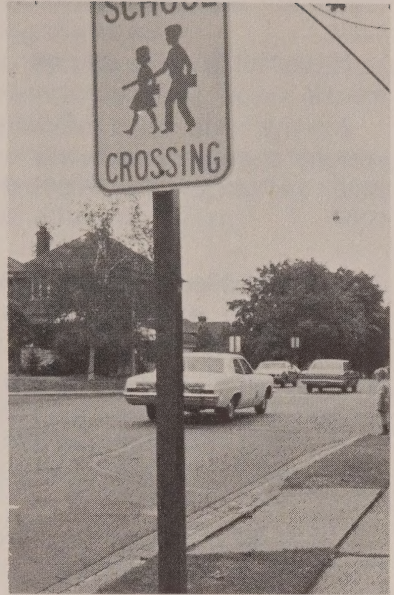
They should know:

Left from right.

Which direction traffic takes on each side of the street. Where to cross streets safely. In cities, only at traffic lights, corners, or clearly marked crosswalks.

How to cross streets quickly and at right angles to the curb or shoulder of the road:

- with a policeman, adult or crossing guard
- with traffic lights. Explain red, green, amber
- with the safety patrol
- on their own.



Waiting for a safe break in traffic before crossing.

2. Pupils should learn to walk safely.

Where there are sidewalks, they should always be used. Where there are no sidewalks, walk on the shoulder of the road, on the left side facing traffic.

When walking at night where there are no sidewalks, walk on the left and carry a light or wear some light colored clothing.

3. Pupils should learn to play safely.

Always play in safe places. Never on the street or highway.

Never hitch rides on cars or trucks.

Always ride your tricycle, scooter or wagon on the sidewalk. Never on the street or road.

4. Pupils should learn the safe use of the school bus.

How to get on and off the bus under the guidance of the bus driver and the school bus safety patrol. Conduct on the bus.

Crossing or walking on the highway when boarding or leaving the bus.

Co-operation with the bus driver and the school bus safety patrol.

Suggestions

Make a permanent display of the Ontario Ministry of Transportation and Communications posters. Make sure that pupils know the six rules for safe walking and playing.

Each poster should be completely understood. The children should discuss the posters and tell their own experiences related to the subject of the poster.

Lay out a diagram on the floor or in the school yard similar to a local road or intersection. Here the children can practice crossing the road under various conditions—traffic lights, policeman, crossing guard, school patrols, adult, and without supervision. Pedal cars or small cycles can be used to simulate traffic. Pupils can act out the various roles. A useful follow-up is to have the pupils practice under actual traffic conditions.

Show a safety film. Out of the discussion that follows, you might develop art and story projects.

Watch for and use newspaper reports or any special events which may provide a learning experience.

By the end of grade 3, pupils should

- know how to use the streets and highways safely
- know where to play safely
- have formed right traffic attitudes.

Grades 4, 5 and 6

1. Pupils should strengthen safety habits.

By reviewing and discussing safety rules learned in grades 1, 2 and 3.

By analyzing their own safety practices when on the street or highway.

2. Pupils should develop a sense of responsibility for their own safety and the safety of others.

Stress the importance of setting a good example to younger children.

Encourage them to assist younger children in crossing the streets.

Encourage them to assist old, infirm or blind people.

3. Pupils should understand the reason for the rules of the road.

Why do pedestrians keep to the left where there are no sidewalks?

Why should they cross at traffic lights, corners or marked cross walks?

Why should they always look both ways before crossing the street?

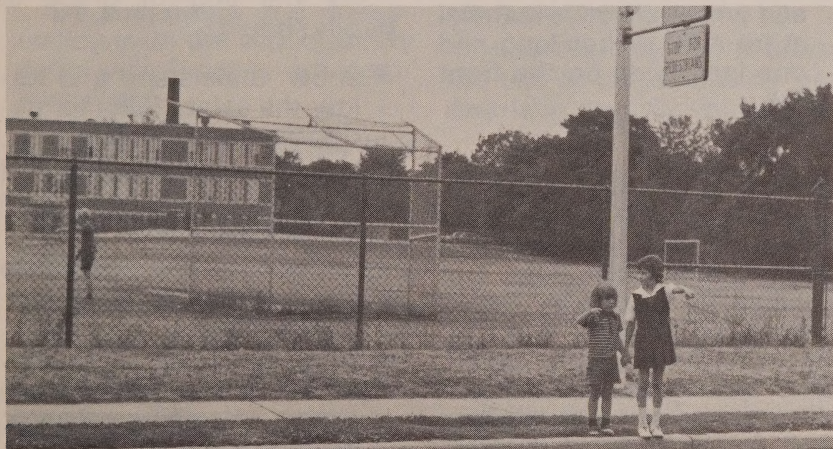
Why should they go straight across, never diagonally?

Why is it important to share the road and respect the rights of other road users?

4. Pupils should learn to cycle safely.

It is most important that the children understand that the bicycle is a vehicle and is subject to traffic laws. They should know and obey them. This is important training for them as future car drivers. Correct attitude should be stressed.

Size of the bicycle is very important. If the bicycle is too big for the child to reach the ground comfortably from a seated position, he will not be able to control it safely.



A grade four child helps a small boy at the pedestrian cross-over.

Children should know and practice these safety rules.

- obey all traffic signs
- make hand signals before turning or stopping
- stop before riding out of the driveway
- ride next to the curb
- ride in single file
- be alert when cars are passing
- walk the bike across busy intersections
- use a carrier for parcels
- riding two on a bike is illegal
- trick riding is dangerous
- it's illegal to hitch a ride
- keep the bike in safe condition
- have a horn or bell
- for riding after dark, or in poor visibility, the bicycle must have a white or amber light on the front, a red reflector or light on the rear, red reflective material at least 10 inches long and one inch wide on the rear and white reflective material at least 10 inches long and one inch wide on the front forks

Suggestions

Traffic safety is a vast and complicated field requiring some formal instruction. But whenever possible, ideas should be brought out and developed through discussion. Each child must make his own discoveries in understanding and appreciation of the rea-

sons for the rules of the road and the possible consequences of ignoring them.

A quiz is one way to spark thought about safety. It can also point out areas where further instruction is needed.

Have a policeman visit your class and talk about safe cycling. Ask the police for help in organizing bicycle safety checks and proficiency tests.

Start a Crusader Cycle Club in your class or school. Details are in the Crusader Cycle Club catalogue available free from the Ontario Ministry of Transportation and Communications.

If a school safety patrol operates at your school, have the captain explain and demonstrate the work of the patrol, remembering that pupils may join the patrol when they reach grade 7.

Organize excursions on foot or bicycle and practice all safety rules.

By the end of grade 6, pupils should:

- know, understand and follow the safety rules for pedestrians and cyclists
- have developed a sense of responsibility for their own and others' safety
- understand and appreciate the part played by the police in safety
- have developed right attitudes about the safety rights of others playing, walking, cycling.



Police officers assist teachers in traffic safety programs.

1. Pupils should be ready to accept responsibility for their own and others' safety.

By volunteering for membership in the school safety patrol if one is in operation at your school.

By supporting and co-operating with the school safety patrol whether they are members or not.

2. Pupils should know the safety rules thoroughly.

Set a good example to those younger and older at all times. Help others to cross the streets safely, particularly young children, old people and those physically handicapped. Check unsafe practices committed by younger children.

3. Pupils should know about and appreciate the public services related to traffic safety.

What are the duties and responsibilities of a traffic policeman?

What are the duties of an adult crossing guard?

How do traffic lights affect the use of the streets by pedestrians, cyclists, vehicles?

4. Pupils should strengthen cycling safety habits previously learned.

By reviewing cycling safety rules learned in grades 4, 5 and 6.

By discussing the rules and the reasons for them.

By analyzing their own cycling habits. NOTE. This is most important because traffic habits formed while cycling may be carried over into driving.



Right Turn Left Turn Stop

Cyclists must know and obey the rules of the road.

Suggestions

Organize a discussion on traffic safety. Most effective are discussions where the pupils point out their particular problems and discover the solutions for themselves.

Discussion starters:

What is the safest way to cross a street or highway?

Why should we obey safety rules when some people disregard them?

How can we demonstrate considerate attitudes?

What is the policeman's role in traffic safety?

Discuss a local traffic problem and ways to avoid the potential danger.

Invite guest speakers who are experts in a particular phase of traffic safety. Ask for the assistance of your local police department in conducting classroom sessions, bicycle safety checks and proficiency tests.

Have a poster, jingle or slogan contest.

Have pupils construct safe-

ty equipment for use as teaching aids by teachers of primary grades. For instance, a simple model of traffic lights, traffic signs, road markings signs can be made by the senior pupils.

By the end of grade 8, pupils should :

- know, understand and practice all the safety rules for pedestrians and cyclists
- have developed correct safety habits and considerate attitudes which should help make them safe and courteous drivers in a few years
- know the general requirements of the Highway Traffic Act in readiness for the time when they obtain their drivers' licence.

The safest route to school

This project should be of interest to parents who have children going to school for the first time, or who have just moved to a new school district, or who live in areas affected by construction. The safest route to school changes as local conditions change.

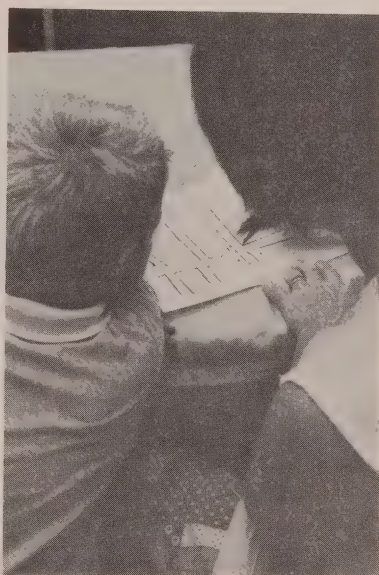
You can help your pupils discover the best way by first making a large map of your school district. If your school is in a city, the map should include traffic lights, crosswalks, school patrol points, landmarks, etc. On the large map you lead each child to find his safest route to school.

Then on a pre-prepared basic map small enough to be pocket-size, each child marks his own route.

If you teach in a rural school, the method is similar, but perhaps the bus route is indicated along with crossings, landmarks and pick up points. Special attention should be given to points where bus is boarded and left. Pocket-size maps for personal use, can be made by each child from this master map.

When the pocket-size maps have been prepared, it is a good idea to ask the children to show their maps to their parents. With each map could go a letter to parents suggesting they check the route and are sure their child knows it.

Maps and the message to parents can be produced on the school duplicator.



Mother checks the safe route to school with her young son.

Suggested message for parents

Please note this is a suggestion only. You'll want to adapt it to cover any special local problems you may have.

"Because of the rising incidence of child injury in traffic situations, we are deeply concerned about traffic safety. We have a traffic safety program, the purpose of which is to alert each child to the dangers of traffic and to suggest ways to avoid them.

One of the projects we have been working on in class is the discovery of the safest route for each child to and from school.

Your child's safety route is attached to this note. Please go over it with your child to make sure he knows it. Remind him of the traffic safety protections along the way, such as lights and crosswalks, as well as the dangers that may be encountered.

Please urge your child to

go directly to and from school; to keep off the streets; to refuse rides with strangers; to be particularly careful in rain, fog, snow or ice.

We also stress Elmer the Safety Elephant's six safety rules for children. We trust you will back up this safety education with additional reminders at home. The rules are:

1. Look both ways before you cross the street.
2. Keep out from between parked cars.
3. Ride your bike safely. Obey all signs and signals.
4. Play your games in a safe place away from traffic.
5. Walk...don't run when you cross the road.
6. Where there are no sidewalks, walk facing traffic.

We need your co-operation in helping your child to learn to live with traffic."

The "Elmer" program

In Ontario as in all provinces, "Elmer the Safety Elephant Who Never Forgets" is the symbol of traffic safety to children in the primary grades.

The Elmer program is simple but effective.

Elmer's pennant flies on the school flagpole as long as there is no traffic collision in which one of the school's children is at fault. If a child is involved in a traffic collision and at fault, the pennant is taken down for a specified time.

You can get a complete kit explaining the Elmer program from the Ontario Safety League, 409 King Street West, Toronto 135, Ontario.

In addition, the Ontario Ministry of Transportation and Communications has free Elmer material for teachers. See the catalogue included in the memorandum to principals and teachers from the Hon. Gordon Carton, Q.C., Minister.



Elmer is popular with the children. The Ontario Ministry of Transportation and Communications provides Elmer materials for classroom use.

School bus transportation

In Ontario the number of children taken to school by school bus continues to grow. With this growth comes a need for special precautions.

Teachers who wish to discuss with their pupils bus travel procedure may find the following information helpful.

The safe way to the bus stop

1. Pupils who have to walk on side roads or along the main road to a pick up point should walk on the left side facing oncoming traffic.
2. Where possible, they should walk on the shoulder of the road, not on the traffic lane.
3. Pupils should leave their homes early enough so that they will arrive at the pick up point shortly before the school bus.
4. Pupils waiting at pick up points should not stand on or play on the road.

Safe boarding

1. Pupils should line up in single file.
2. When the bus arrives at the pick up point, pupils should board quickly without crowding or pushing. Younger children should board first.

3. Because the bus steps may be slippery, children should never run up or jump on them. The foot should be placed squarely on the step, not on the edge.
4. Children should hold the handrail and watch their step. This can be difficult when they are carrying books and parcels.
5. Children should take seats promptly and remain seated throughout the trip. Only when the bus has reached its destination and come to a complete stop should they leave their seats.
6. If any of the children must stand, they should hold on to the stanchions or seat handles and balance themselves so they are prepared for quick stops or unexpected lurching of the bus.

Safe conduct

Pupils should understand why a strict code of behavior is required while they are bus passengers. They should have an understanding of the difficulties of driving a bus, the extreme concentration required by the driver and the importance of their co-operation.

1. Remain seated while the bus is in motion.



Although traffic in both directions is required to stop in the above situation, children should check and make sure all traffic has stopped before proceeding across the road.

2. Refrain from distracting the driver by talking to him except in case of an emergency.
3. Refrain from distracting the driver by loud talk and boisterous action while en route.
4. Keep hands, arms, head, feet inside the bus.
5. Never interfere with emergency doors, exits, or any part of the bus equipment.
6. Obey promptly the school bus driver's directions and instructions. The first responsibility of the passengers is to the driver. In the event of continued disobedience, the driver should report the student concerned to the principal for appropriate action.

Communication

Meetings between the teacher, bus driver and passengers can contribute to safer and more comfortable school transportation. Some of the situations that might be discussed are:

- emergency procedures in case of collision, fire, illness of the driver
- importance of considerate behavior on the bus. Danger of distracting or harassing the driver
- loading and unloading procedures
- safe practice and procedures in walking along or crossing highways, waiting for the bus
- use of special equipment—fire axe, fire extinguisher, emergency door, windows.
- responsibilities of the pupils in case of emergencies.

School bus patrols



School bus patrol members assist youngsters getting off the bus . . .

In many areas, school bus patrols have contributed to the safety of the children and to the efficient operation of the bus program. They assist pupils to board and leave the bus in a safe manner. They co-operate with the driver to maintain order on the bus. They attend emergency exits and direct the pupils off the bus in emergencies. They help the pupils across highways and remind them of safety procedures.

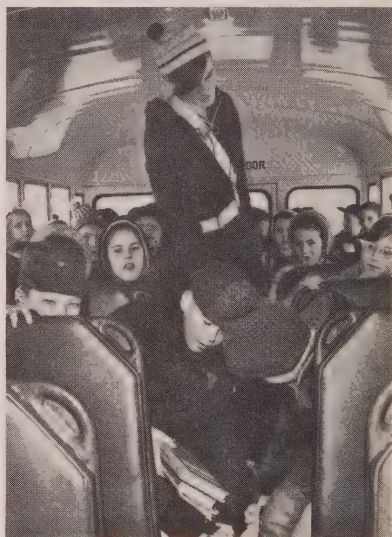
Patrol members are selected by the school principal from the senior grades. In selecting boys and girls for this important function, he considers grade standings, physical capabilities and ability to relate well to other pupils. Parents, of course, must consent to the appointment. The patrol program is extra-curricular and is authorized

by school officials. Principals select the members, and drivers and teachers supervise.

School bus patrols are operated in a similar way to the school safety patrol program and offer leadership training to the boys and girls selected to take part.

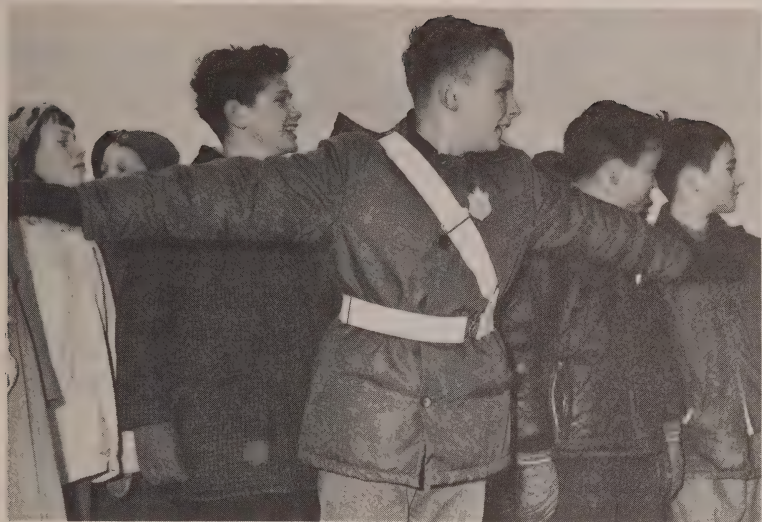
Special assistance

The public safety consultants of the Safety Office of the Ontario Ministry of Transportation and Communications will help any school area interested in the school bus patrol program. Guidance will be given to those responsible for the program and for the training of patrol members.



. . . and help inside the bus by making sure the aisles are kept clear.

School Safety Patrols



School safety patrols help protect children in traffic.

Because school safety patrols help protect children in traffic situations and thereby help keep down collision toll, the program should be important to the community and provide an opportunity for community participation and assistance. Boys and girls who are members of the patrol gain valuable experience in leadership.

The public safety consultants of the Safety Office of the Ontario Ministry of Transportation and Communications will instruct the selected boys and girls in school safety patrol procedure if the local police have no experience in this work. The public safety consultants will also instruct police or safety officers so

that they, in turn, can train other patrols.

The school safety patrol is an organization of boys and girls chosen from grades 7 and 8 by the principal or teachers. A teacher serves as patrol supervisor. The program is extra-curricular.

The school patrol member's job is to see that the children cross the road only when there is a safe gap in traffic, and to remind children of the safety rules they learned in class. For information and assistance, please write:

Safety Office
Ministry of Transportation
and Communications
Room 304, Central Bldg.
1201 Wilson Ave.
Downsview, Ont.

How to set up a Safetyco

A number of Toronto schools have been using the Safetyco method with rewarding results.

Safetyco means "safety council" and is an extra-curricular activity guided by a teacher.

Each class elects two representatives, a girl and a boy.

Meetings are child-directed and are held twice a week.

At these meetings the students discuss school safety actions as they pertain to their fellow pupils.

Some of the activities Safetyco groups have set up are:

- taped messages for broadcast over the PA system
- safety plays written and produced by the pupils
- safety posters
- speakers from police departments and safety organizations
- Safetyco guards on duty at playgrounds to watch out for unsafe practices.

Safety Songs

Elmer's Safety Song

Original. For your free copy of the music, arranged for piano, write: Safety Office, Ministry of Transportation and Communications, Room 304, Central Bldg., 1201 Wilson Ave., Downsview, Ont.

Elmer the Safety Elephant
Has a trunk that's very long
And with his trunk Elmer wrote
A brand new safety song.

Elmer the Safety Elephant
Wrote this song for you
And when you learn all Elmer's rules
You can sing it too.

SING: Number 1!

CHANT: Look both ways before you cross the street.

SING: Number 2!

CHANT: Keep out from between parked cars.

SING: Number 3!

CHANT: Ride your bicycle safely. Obey all signs and signals.

SING: Number 4!

CHANT: Play games in a safe place away from traffic.

SING: Number 5!

CHANT: Walk, don't run when you cross the road.

SING: Number 6!

CHANT: Where there are no sidewalks, walk facing traffic.

Oh Elmer says you can't go wrong
If you learn all the rules
Of his safety song!

Remember—Play Safely, It's Best

MUSIC: SCHOOL DAYS

Safety, safety, let us sing of safety,
Walking or running across the street
We never know when a car we'll meet.
We must be careful every day
And we must play the safety way
For if we do this, we all can say
That we will be safer today.

Safety Round

MUSIC: THREE BLIND MICE

Three wise girls. Three wise boys.
Watch what they do. Watch what they do
Always at the curb they stop!
Up and down the road they look!
They listen for the cars and trucks
And wait 'til they pass!

We're Careful All the Time

MUSIC: JOHN BROWN'S BODY

We're careful in the morning when we're on our way to school.
We're careful when we're going home to break no safety rule.
We're careful in the building—on the steps we never fool.
For we're careful all the time.

CHORUS Safety first is what we practice
Safety first is what we practice
Safety first is what we practice
For we're careful all the time.

We never run in front of cars, nor hang on to a truck.
We look before we cross the street just so we won't be struck.
We know that accidents are not just a matter of luck
So we're careful all the time.

The More We Think of Safety

MUSIC: THE MORE WE GET TOGETHER

The more we think of safety, of safety, of safety,
The more we think of safety, the safer we'll be.
Drive safely. Walk safely.
Play safely. Ride safely.
The more we think of safety, the safer we'll be.

The Safety Patrol

TUNE: THERE'S AN OLD SPINNING WHEEL IN THE PARLOR

There's a safety patrol at the corner
Watching traffic to keep us from harm.
Just as long as we watch for this signal,
Our parents need feel no alarm.

Seat belts save lives

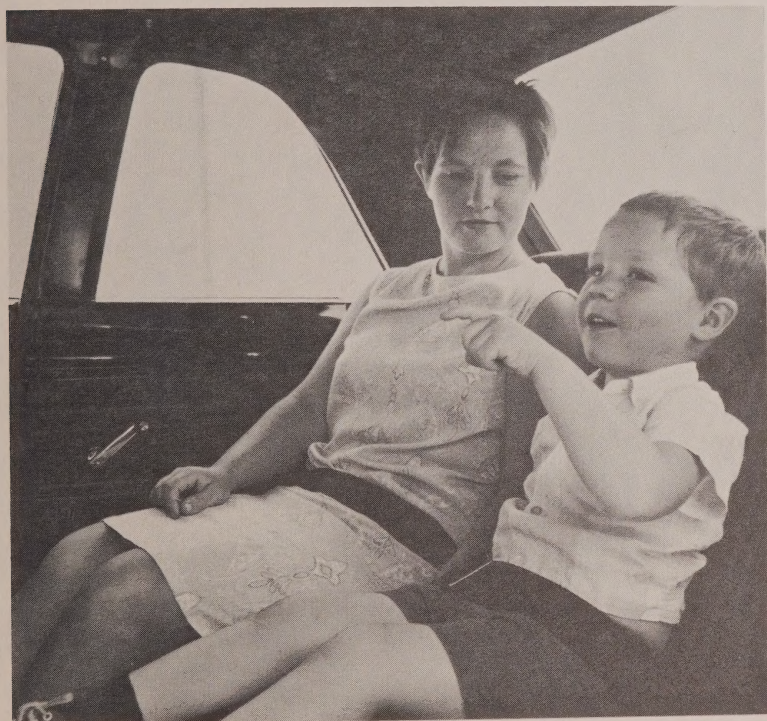
Research into car crash injuries has proved that seat belts help protect passengers in major and minor collisions.

In Ontario in 1972, 71 children under 15 were killed and 6,149 were injured while they were passengers in motor vehicles. These figures would have been smaller if the passengers had been wearing seat belts or had been protected with safety restraints.

Children over five, weighing over 50 pounds, can wear

regular seat belts fastened low around the pelvic and thigh region. A firm cushion may be placed under the child so that he may look out the window.

However, seat belts can't save lives unless they are used. You can set a good example by fastening your own seat belt every time you ride in a car. And you should remind your pupils to fasten their seat belts or enclosing devices every time they ride in a car.



Seat belts should be worn low, around the thigh and pelvic area.



Ontario

**MINISTRY
OF
TRANSPORTATION AND COMMUNICATIONS**

Hon. Gordon Carton, O.C., Minister